

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the study**

In Indonesia, English is taught in order that the students more easily get information from other countries. In other word, by learning English, they are expected to be able to absorb and keep up with the development of science, technology and art. Based on the English curriculum, develops four skills, namely reading, speaking, writing, and listening. The four skills are supported by language learning elements, namely structure, vocabulary, pronunciation and spelling. In this case, vocabulary is one of the important language elements that should be mastered by the students. Vocabulary is one of essential aspects for successful second language use because without an extensive vocabulary, one will not be able to use the structures and function he or she may learn for comprehensive communication. According to Wilkins in Thorn (2002: 13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important to be learned because people cannot convey something in communication if they do not master vocabulary. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning. Vocabulary is needed in language skills. In speaking, for example, students will get difficulty to speak English or they will get difficulty to choose the word that they will use to speak with the other if they have limited vocabulary.

Some English teachers in SMP N 2 Bringin Kabupaten Semarang still use traditional strategies to teach vocabulary in teaching students. They just the students to find the difficult words in dictionary. The teacher should be smart to choose the strategies to teach vocabulary. The best way of learning vocabulary is when the meaning of the words is illustrated, for example by a picture, an action, or a real object.

Teaching vocabulary to junior high school at first grade students is not easy. The students in junior high school still have not good concentration in study. The teenagers also have certain characteristics and need a particular treatment. In Indonesia, some English teachers still used traditional strategies to teach vocabulary to teenagers. They just ask students to memorize words. Teacher also uses traditional way in teaching vocabulary that is just asking the student to open dictionary if they find difficult words. Most students find learning vocabulary difficult due to the boring and monotonous classes. This activity becomes serious problems in English learning process. Richard (1985: 176) states that the teaching and learning of vocabulary has never aroused the same degree of interest within language teaching which have received considerable attention from scholars and teachers.

*SMP N 2 Bringin Kabupaten Semarang* is one of junior high schools that have average achievement in English. This is in a village, so the English teacher in this school still uses the traditional strategies to teach English language, especially vocabulary. The students in *SMP N 2 Bringin Kabupaten Semarang* especially in first grade also still find difficulties in using foreign

language because of their limited vocabulary and poor knowledge of mastery the language component. Many students also look very uninterested to learn English especially vocabulary, because according to them, learning English language is very difficult and boring. Because of the fact, the writer is interested in having a study on the strategies used by a teacher of teaching vocabulary of first year in *SMP N 2 Bringin Kabupaten Semarang*.

Based on the phenomenon above, the writer wants to analyze deeper about *STRATEGIES IN TEACHING VOCABULARY AT THE FIRST YEAR IN SMP N 2 BRINGIN, KABUPATEN SEMARANG*.

## **B. Limitation of the Study**

In this research, the writer limits the problem as follows: the research concerns only with strategies used by the teacher in teaching vocabulary to the first grade students' of *SMP N 2 Bringin Kabupaten Semarang*.

## **C. Research Problem**

Based on the background of the study the writer formulates the research problems as follows:

1. What are the strategies of teaching vocabulary implemented by the teacher on the first grade of *SMP N 2 Bringin, Kabpaten Semarang*?
2. What are the problems faced by the teacher in the teaching learning vocabulary in the first grade of *SMP N 2 Bringin Kabupaten Semarang*?

3. How does the teacher solve the problems of teaching vocabulary?

#### **D. The Objective of the Study**

Based on the problem statement, the purposes of the study are:

1. to describe the teacher strategies of teaching learning vocabulary at first grade student of *SMP N 2 Bringin Kabupaten Semarang*.
2. to identify the problems faced by the teacher in teaching vocabulary on the first grade of *SMP N 2 Bringin Kabupaten Semarang*.
3. to classify the strategies implemented by teacher to solve the problem.

#### **E. Benefit of the Study**

The writer hopes that the study is beneficial to the readers theoretically and practically:

1. Theoretical benefit
  - a. The result of the research paper can be used as an input in English teaching learning process, especially in teaching vocabulary.
  - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
2. Practical benefit
  - a. Student
 

The result can help students in improving their ability in vocabulary mastery.

b. Teacher

The result of this research will be helpful for teacher to reduce the problems in teaching learning vocabulary.

## **F. Research Paper Organization**

In writing this paper, the writer divides it into five chapters.

Chapter I is introduction. It relates to background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory which consists of previous study, theoretical review.

Chapter III is research method. This chapter deals with type of the study, subject of the study, object of the study, data and data sources, methods of collecting data, and technique for analyzing data.

Chapter IV is result of the research and discussion. It consists of the result are to describe strategies used by the English teacher, to describe the problems faced by the English teacher, and to describe the problems solve used by the English teacher of *SMP N 2 Bringin Kabupaten Semarang*, at the first year in strategies of teaching vocabulary.

Chapter V is conclusion and suggestion. It presents the conclusion of the research and completed by suggestion.